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ABSTRACT

The Veterans Special Educational Program (VSEP) at the University of California, Los Angeles is a program for recently discharged servicemen and women whose educational achievement would not normally be acceptable for admission into an institution of higher education and economic background has not encouraged them to seek higher education. The program provides the background, skills and knowledge necessary for college work through a 12-week, 5-day-per-week schedule in which the emphasis is on basic communication skills such as reading, writing, speaking and understanding English and mathematics. The purpose of this study was to obtain data that systematically describes the characteristics of the students enrolled in VSEP. More specifically, the objectives were: (1) to assess selected personal and social adjustment characteristics found among a group of educationally disadvantaged veterans enrolled in the program; (2) to identify the perceived personal problems of the veterans in selected areas; (3) to assess selected aspects of the life-style characteristics of the veterans enrolled in the program; (4) to determine the degree to which the veterans desired or felt an openness to counseling; and (5) to provide participants with an opportunity to improve their counseling and curricular programs. (HS)

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A Study of Educationally Disadvantaged Veterans Enrolled in A College Preparatory Program

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Department of Daytime Programs and Special Projects

University Extension, University of California, Los Angeles

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PREFACE

It was our hope in developing this study that it would increase general awareness and understanding for a group of men and women who have unique educational needs and deserve a special opportunity to meet their career objectives. We assumed that one way to insure that their needs were met was to provide information and data which would articulate some of their hopes and fears.

This study was prepared for the 1972 National Institute on Veterans Special Educational Programs. The Institute was conceived, planned and presented by the Department of Daytime Programs and Special Projects of University of California Extension, Los Angeles. It was funded by a grant from the Office of Education, United States Department of Health, Education and Welfare, Higher Education Act, Title V, Part E.

Special thanks are extended to the staff of the Department of Daytime Programs and Special Projects: Rosalind Loring, Director of the department and of VSEP; Dr. Howard Weithorn, Coordinator of VSEP; Shulamite Ash, Head Counselor of VSEP; Mary Adams, Institute Coordinator; and the entire VSEP staff for their assistance in the development of this study. Our appreciation is also extended to Dr. June Bates of the Veterans Administration, Los Angeles who was kind enough to share her research and material with us.

Gordon L. Berry

Susan Vivell

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INTRODUCTION: THE VIETNAM VETERAN

The many social, political, economic and human issues related to and concerning the war in Vietnam are clearly a matter of record. The problems of the thousands of men, women and children both in Vietnam and the United States who have been touched by the war are reported daily in the various forms of media.

As has historically been the case, educational institutions are not immune from the world events and the people who are part of them. Such an example can be seen in the present thrust by some institutions of higher education to provide advanced educational opportunities for the Vietnam veterans who are returning from service.

These are the men who Murray Polner (1971) has described as returning home to "no victory parades." They are also part of a conflict which has clearly divided the country, and produced issues which have caused disruption in our educational system from elementary schools to the university. As one report identified the problems, there are over 35,000 young men who have gone to Canada to avoid the military and war in Vietnam. Some 12,000 Americans have been prosecuted for draft violations and more than 250,000 men have deserted from the military (Richard Killmer, 1972).

It is within this nationwide atmosphere that some colleges and universities have created special educational programs for veterans of this war. The movement to offer educational opportunities for

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veterans is not new because programs have been created for them after past wars. However, the reports from the Veterans Administration indicate that the servicemen of today are not participating in the educational programs to the extent exhibited by the earlier veteran. Comparing college attendance under the three G.I. Bills, for example, it is reported that 49 per cent of the eligible World War II veterans (7,800,000) took advantage of some educational benefits, with 28.6 per cent of users attending colleges; 45 per cent of eligible Korean conflict veterans (2,391,000) took advantage of some educational benefits, with 50.7 per cent of users attending college; and 21.3 per cent of eligible post-Korean veterans (23.3 of eligible Vietnam era veterans only) have so far taken advantage of some educational benefits, with 59.2 per cent of users attending college (1970).

Reports on those factors which tend to deter these young adults from returning to school have been described as being related to motivational factors; lack of knowledge about education and training; adjustment factors involving personal problems; some anxiety about the school environment; and economic factors.

1. Motivational Factors. Those veterans who have the least education are very often the least educationally motivated. While 17.4 per cent of total eligibles are indicated by the Department of Defense study as having less than a high school education upon separation, less than a tenth of those with less than a high school education have received any training under the bill.

From the same study 14.7 per cent of eligibles had from 1 to 3 years college training upon separation, and only 4.4 per cent were

college graduates, but more than half of the first group and nearly a third of the second group undertook further education under the bill.

2. Orientation Factors. The educationally disadvantaged are also the least knowledgeable about what education or training is available and what is necessary to secure it. Many who went into service did so because of lack of direction and a limited preparation for higher education because of an inadequate high school. While a period of service tended to mature and in many cases to give direction, the educationally disadvantaged individual needs far more guidance and assistance in getting himself enrolled in a course of instruction or training than does one who is educationally oriented.

The educationally disadvantaged veteran is very concerned about his deficiencies but limited in the type of remedial steps and information necessary to correct them. He therefore is likely to avoid seeking help.

3. Adjustment Factors. Adjustment to college conditions has always been a problem for even the educationally oriented high school graduate. But adjustment by the veteran to a school environment that involves associations with much younger and often less mature students is particularly difficult. The veteran, therefore, is likely to need additional support upon enrolling in a university community.

Following World War II and to a lesser extent the Korean Conflict, it was generally accepted that the veterans were among the best students in the colleges and technical schools. The veterans often had better than average grades, they had lower drop-out and academic failure rates, and they provided a high level of mature and

serious leadership at the undergraduate level. The war and military service then was a far more universal experience than it is now.

On many college campuses the veteran students made up a large portion of the student body. For example, some universities had as many as 10,000 undergraduate students at the peak post-World War II period.

4. Economic Factors. The urge to "get started" in civilian life is strong for the returning veteran, and theneed to start earning a living quickly is very real, particularly for the married veteran.

The "G.I. Bill" educational assistance available today is relatively much too low to provide a strong inducement or even to make possible enrollment in college or other training. Unlike full-time job opportunities in urban and industrial areas, part-time jobs in college communities necessary to supplement the G.I. assistance payments have many more applicants than there are jobs. And at a time of rising tuition and ancillary education costs, the new "G.I. Bill" does not make separate provision for tuition and textbooks as the World War II program did.

It is important to note that the term educationally disadvantaged refers to those servicemen who because of social, economic and educational reasons failed to secure adequate preparation for a college program, drop-outs from high school, or those men and women who failed in their previous college experience.

The Vietnam veteran clearly offers a special challenge to the country in general and those universities who are attempting to

serve them. As Concern (1971), the newsletter of the American Association of Colleges of Teacher Education put it:

> "In a sense, the Vietnam veteran has become a side casualty of public apathy over an un-popular war. In many instances, he went into service because he was not in college at the time, because he could not articulate his case, or because he didn't leave the country. In contrast with a dramatic rise in the number of Americans attending college, the 3.8 million Vietnam veterans are under-educated. Returning to civilian life, the vet finds the job market tight. If he is from a minority group or has no saleable skills, he is likely to be among the unemployed. In a nation which places a high priority on education in relation to jobs, he is disadvantaged."

The UCLA Veterans Program

One of the outstanding educational efforts for returning servicemen and for servicemen and women through Project Transition is the Veterans Special Education Program (VSEP), which is administered by the Department of Daytime Programs and Special Projects, University Extension, University of California, Los Angeles. Now in its fourth year with well over 1000 enrollees, this program has accomplished the following, according to Loring and Anderson (1971):

1. 90% of enrollees complete the program
2. 89% of graduates continue in institutions of higher education
3. The average enrollee improves 3 grade levels in reading skills

The veterans in the program have also expressed satisfaction in terms of their feeling toward succeeding in college; improved skills in career planning and statistically increased their competency in the area of mathematics.

The Veterans Special Educational Program is for servicemen and

women about to be separated or recently separated. It is a twelve-week program specifically designed for veterans whose (1) pre-service educational achievement would not normally be acceptable for admission into an institution of higher education and (2) economic background has not encouraged them to seek higher education.

The program provides the background, skills and knowledge necessary for college level work. The intensive 5 day per week program recognizes individual needs and stresses the development of each student's capabilities to the fullest. The emphasis is on basic communication skills -- reading, writing, speaking and understanding English and mathematics. Additional skills which increase academic potential are developed in courses and experiences such as: human relations, personal and vocational counseling, and field trips.

Most of the courses are acceptable for meeting the requirements for a bachelor's degree at UCLA and at other institutions of higher learning. Courses include:

SUBJECT A AND ENGLISH COMPOSITION: intensive drill in spelling, vocabulary, and composition; tutorial assistance to remedy individual deficiencies.

PRINCIPLES OF ORAL COMMUNICATION: the theory and practice of informal speaking, selection of content and organization of materials. Both video and audio taping enhance the learning process.

PSYCHOLOGY OF HUMAN RELATIONS: a survey of contemporary attitudes and problems, with emphasis on everyday problems of adjustment, maladjustment, and mental health.

MEANINGFUL MATHEMATICS: a general review of basic concepts and skills of mathematics with emphasis on application and problem solving.

READING AND STUDY IMPROVEMENT: includes the three basic study skills -- use of the library, speed reading, and test study skills.

The Program also provides:

COUNSELING: educational and occupational opportunities and personal guidance. Extensive exploration through directive testing and individual and group discussion. Students are counseled according to their needs and capabilities and referred to "brush-up" courses, further studies through Extension, or for application to the University or to other institutions, such as community and state colleges.

FIELD TRIPS AND SPECIAL SPEAKERS: planned to acquaint students with choices available in various academic disciplines and campus facilities.

It was to this program and the men enrolled that the researchers turned their attention. The reports from the veteran effort at UCLA suggested that the program was meeting its counseling and curricular objectives and therefore the thrust of this study was related to looking at the men in the program. The assumption was that this group of veterans represented a unique population within the university setting and a clear knowledge of their nature and needs would assist any staff in their efforts to build a more productive program.

PURPOSES OF THE STUDY

The veterans program at UCLA is a pioneer in the field in terms of serving the young men and women from the Vietnam era and earlier periods. While some significant research had been conducted on this group by Bates (1972), there still remained a need to develop some data which attempted to systematically describe the characteristics of the students enrolled in the program. It was with the goal of filling this void that the following purposes were developed for the investigation.

1. To assess selected personal and social adjustment characteristics found among a group of educationally disadvantaged veterans enrolled in the special program.
2. To identify the perceived personal problems of the veterans in selected areas.
3. To assess selected aspects of the life-style characteristics of the veterans enrolled in the program.
4. To determine the degree to which the veterans desired or felt an openness to counseling.

Finally, the study was conducted to provide Institute participants with an opportunity to improve their counseling and curricular programs by providing them with an approach for studying the men and women enrolled in their programs.

All five purposes are related in theory and practice to the proposition that often the unique experiences of the veterans require a thorough understanding and specialized counseling services. Peck (1971) focusing on the special sociological and psychological needs of these veterans stated:

> The Vietnam veteran is unique in that he has fought in a highly complex war which is interlocked with unprecedented

> social, educational, economic, political and cultural changes of the last twenty years that have had a profound influence on his human values, the intellectual and emotional aspect of his life style, and the personal conflicts, the group conflicts, and institutional conflicts over meaningfulness and meaninglessness of life in our society have had a shaping impact. It is the combined press of the environmental and societal forces with the personal need-press characteristics (intellectual and emotional) of the individual that makes the Vietnam veteran different from his other counterparts.

In a paper prepared by Bates (1972), she quoted many authorities in the field and observed that no simplistic approach in working with the veteran is possible. Socially, the veteran is a product of a changed society. The rate of change is so rapid that for many the lessons of the past no longer seem to be relevant (Braatz, 1971). Confronted with the accelarated rate of change and the apathy of many, in addition to having fought in an undeclared war, the veteran returns home a "non-hero." In short, the Vietnam veteran is a Ripped-off Van Winkle (Harrison, 1972). No one is sure how to re-orient him, least of all himself.

Harrison (1972) continued by indicating that the Vietnam veteran is greeted by (a) average citizens disgruntled by the economy and competing for his job; (b) unaverage protesters who both pity and despise him. In a period in his life when identity is important his peer identification group has been working against the war he helped to fight. This alienation from his peers contributes to feelings of inter-personal betrayal; (c) bewildered government officials; (d) a few strangers, his friends, parents, wife and children. Many return to marital and family problems. These problems in social adjustment contribute to the high incidence of behavior disorders in Vietnam veterans.

PROCEDURES

Population

The investigators selected for study a class of veterans who entered the program for the second quarter of the 1971-1972 academic year. This class had enrolled a total of 100 men composed of Blacks, Chicanos, Anglos and native Americans. In addition, the group represented a heterogeneous mixture of older and younger veterans from the several branches of service. The class studied had been in the program about six weeks at the time investigators made our first contact.

The group studied included those men who were completely separated from the service and some who were part of the Transition Program. The Transition Program operates on a decentralized basis at over 200 bases in the Army, Navy, Air Force and Marine Corps. The purpose of this program is to provide maximum guidance and occupational training or educational opportunity to servicemen during their last six months of duty in order to prepare them for a productive reentry into civilian life. The program is completely voluntary.

The investigators first had contact with members of the target population in early February (1972) during the 6th week of the program. In a psychology lecture class, in which most of the men were enrolled, an explanation of the project was given and the men were told that their participation was completely voluntary. (Several men chose not to participate).

In order to provide for anonymity of responses, random numbers

were drawn from a box by each participant. After numbers had been drawn, the men were than asked to complete the California Test of Personality and the Mooney Problem Checklist.

The following week, during approximately the same time period, the Life-Style Inventory was taken by 52 men, 37 of whom had also taken the CTP and Mooney the previous week.

Results of the CTP and the Mooney were made available to the men during the next week. Approximately one-third of the original respondents came to the investigators or program counselor to get knowledge of their results.

During the 10th week of the program, the two investigators held a luncheon meeting with 12 randomly selected men from the program in an attempt to gain more information regarding the strong points and weak points of VSEP as they saw them.

Following the luncheon meeting, no further contact with the population was made.

Measures

The Mooney Problem Checklist (1950) contains 330 individual statements describing problems in 11 distinct categories, 30 items per category. The areas of concern are labelled as follows; 1) Health and Physical Development, 2) Finances, Living Conditions, and Employment, 3) Social and Recreational Activities, 4) Social-Psychological Relations, 5) Personal-Psychological Relations, 6) Courtship, Sex, and Marriage, 7) Home and Family, 8) Morals and Religion, 9) Adjustment to Work and College, 10) The Future:

Vocational and Educational, and 11) Curriculum and Teaching Procedure.

The respondent completes the Checklist by reading the items and underlining those that are of particular concern to him. A second step then involves the respondent rereading those items that were underlined and circling the underlined items that he feels reflect his most pressing concerns. A third step entails answering four questions regarding the nature of the respondent's problems and the amount of value he saw in filling out the Checklist.

The California Test of Personality (1953) is a 180 item forced-choice instrument designed to measure personal adjustment and social adjustment. The Personal Adjustment scale is comprised of six 15-item sub-scales called Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Freedom from Withdrawing Tendencies, and Freedom from Nervous Symptoms. The Social Adjustment scale is also divided into six sub-categories; Social Standards, Social Skills, Freedom from Anti-Social Tendencies, Family Relations, Occupation Relations, and Community Relations.

The California Test of Personality yields scores on each of the 12 sub-sections as well as giving a Personal Adjustment score, a Social Adjustment score and an overall total score.

In addition to the two standardized instruments used, a third instrument, developed expressly for use with this population of veterans, was administered. This measure, called the Life-Style Inventory, consisted of 50 items divided into five major categories:

1) Social Living and Social Contacts - designed to measure amount of interaction with others; 2) Work, Hobbies, and Study Habits - measured amount of time spent working, studying, or on hobbies, as well as amount of income, and the best-liked and least-liked VSEP classes; 3) Vocational Goals - measured job preferences, degree of certainty regarding career plans and amount of vocational or career counseling received; 4) Experiences in the Military - asked for information on branch of service, rank and number of months served; and 5) Use of Drugs and Alcohol - attempted to measure use of drugs and alcohol prior to, during, and following military service.

Research Design

Analysis of the data generated in this project was handled in several different ways. First, results of the Mooney Problem Checklist were tabulated within each of the 11 categories, and the categories were then rank-ordered according to the frequency with which items had been marked.

Analysis of variance and post-hoc comparison procedures were used to analyze scores on the California Test of Personality. Overall differences between each of the six sub-sections for both the Personal Adjustment and Social Adjustment scales were tested by analysis of variance followed by post-hoc t-tests to measure differences between pairs of sub-sections.

Data from the Life-Style Inventory was simply tabulated in the case of nominal factors and arranged in the case of continuous factors.

Continuous variables from the Life-Style Inventory plus scores from the Mooney Problem Checklist and the California Test of Personality were used to compute a correlation matrix and perform a factor analysis in an attempt to find significant relationships between variables.

RESULTS

Perceived Personal Problems

Results of the Mooney Problem Checklist are summarized in Table 1. As shown in Table 1, the category of Adjustment to Work and College was clearly of greatest concern. The items most frequently marked in this section were, "not spending enough time in study", "not getting studies done on time", "fearing failure in college", "not knowing how to study effectively", and "getting low grades".

Finances, Living Conditions and Employment was the second area of concern. Most frequently marked items in this category were, "going in debt for college expenses", "going through school on too little money", "unsure of future financial support", and "too many financial problems".

The next three areas of concern were very close in number of items circled or underlined. Items typically marked in the Social and Recreational Activities section were, "not using my leisure time well", "not living a well-rounded life", "wanting to improve my mind", and "wanting to improve myself culturally". Frequently marked items regarding The Future: Vocational and Educational were, "restless at delay in starting life work", "wondering if I'll be successful in life", "wanting part-time experience in my field", and "needing to know my vocational abilities". Frequently marked items in the section on Personal-Psychological Relations were, "taking things too seriously", "forgetting things", "can't forget an

unpleasant experience", "nervousness", and "lacking self-confidence".

Compared to the frequency with which items were circled and underlined in the first few categories, perceived problems in the last six categories were relatively unimportant.

TABLE 1

GROUP RESULTS FOR MOONEY PROBLEM CHECKLIST*

Area of Concern	Number of Items Circled / Number of Items Circled and Underlined by Group	Total	Order of Importance
Adjustment to Work, College	145/476 =	621	1
Finances, Living Conditions and Employment	116/342 =	458	2
Social and Recreational Activities	64/302 =	366	3
The Future: Vocational and Educational	75/272 =	347	-4
Personal-Psychological Relations	70/261 =	331	5
Social-Psychological Relations	52/238 =	290	6
Courtship, Sex and Marriage	58/203 =	261	7
Morals and Religion	52/209 =	261	7
Home and Family	58/174 =	232	9
Health and Physical Development	46/186 =	232	9
Curriculum and Teaching Procedure	23/104 =	127	11

*n=59

Personal and Social Adjustment Characteristics

Although group mean scores were 60 on both the Personal Adjustment scale and Social Adjustment scale of the California Test of Personality, the range of individual scores was 25 to 85 for Personal Adjustment and 28 to 90 for Social Adjustment.

Because there was no comparison group in this study and because CTP percentile norms for comparing individual scores against a standard were established a number of years ago, it was decided to do a within-measure analysis of results. Specifically, an analysis of variance was run to test for differences between the six sub-sections of the Personal Adjustment scale. Cell means and standard deviations are presented in Table 2, while results of the analysis of variance, which are significant at the .05 level of probability are presented in Table 3.

Similarly, cell means and standard deviations for scores on the Social Adjustment scale appear in Table 4, and analysis of variance results between subsections appear in Table 5. The F-ratio is significant at the .01 level of probability.

Because significant overall differences within each of the adjustment scales were shown to exist, post-hoc comparisons were performed between six pairs of sub-sections (six degrees of freedom possible) for both Personal and Social adjustment. Results of the post-hoc comparisons appear in Tables 6 and 7.

With reference to the Personal Adjustment scale, the t-tests demonstrate that this population scored significantly higher on Feeling of Belonging than on any of the other categories.

With reference to the Social Adjustment scale, for which differences were more striking, the post-hoc comparisons showed that the population scored significantly higher on Freedom from Anti-Social Tendencies than on any of the other five categories. It was also shown that the men scored significantly lower in School or Occupation Relations than in any other area.

TABLE 2

CELL MEANS AND STANDARD DEVIATIONS FOR ANALYSIS OF VARIANCE OF PERSONAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Category	Cell Means	Standard Deviations	N
Self-Reliance	10.61	2.16	60
Personal Worth	10.46	2.87	60
Personal Freedom	10.28	2.74	60
Feeling of Belonging	11.65	2.25	60
Freedom from Withdrawing Tendencies	10.17	3.30	60
Freedom from Nervous Symptoms	10.15	3.24	60

TABLE 3

ANALYSIS OF VARIANCE OF PERSONAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Source	Sum of Squares	DF	Mean Square	F Ratio	P
Between Groups	95.9991	5	19.1998	2.4599	.05
Within Groups	2762.9783	354	7.8050		
Total	2858.9773	359			

Tabled $F_{5,200}.05 = 2.26$

TABLE 4

CELL MEANS AND STANDARD DEVIATIONS FOR ANALYSIS OF VARIANCE OF SOCIAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Category	Cell Means	Standard Deviations	N
Social Standards	9.66	2.42	60
Social Skills	9.77	2.40	60
Freedom from Anti-Social Tendencies	11.77	2.89	60
Family Relations	10.47	3.19	60
School or Occupation Relations	8.27	3.16	60
Community Relations	9.48	2.51	60

TABLE 5

ANALYSIS OF VARIANCE OF SOCIAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Source	Sum of Squares	DF	Mean Square	F Ratio	P
Between Groups	403.2061	5	80.6412	10.4324	.01
Within Groups	2736.3765	354	7.7299		
Total	3139.5825	359			

Tabled $F_{5,200} \cdot 01 = 3.11$

TABLE 6

POST-HOC COMPARISONS FOR PERSONAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Contrast	t	P (100 D.F.)
Self-Reliance/ Feeling of Belonging	1.871	.05
Sense of Personal Worth/ Feeling of Belonging	2.142	.05
Sense of Personal Freedom/ Feeling of Belonging	2.441	.01
Freedom from Withdrawing Tendencies/Feeling of Belonging	2.662	.005
Sense of Personal Worth/ Freedom from Withdrawing Tendencies	.525	ns
Self-Reliance/ Freedom from Nervous Symptoms	.827	ns

TABLE 7

POST-HOC COMPARISONS FOR SOCIAL ADJUSTMENT SCALE OF THE CALIFORNIA TEST OF PERSONALITY

Contrast	t	P (100 D.F.)
Freedom from Anti-Social Tendencies/Family Relations	2.518	.01
School or Occupation Relations/Community Relations	2.188	.05
Family Relations/School or Occupation Relations	2.338	.05
Freedom from Anti-Social Tendencies/Community Relations	5.905	.005
Family Relations/ Community Relations	1.816	.05
Social Standards/ Family Relations	1.449	ns

Attitude Towards Counseling

Results from the last part of the Mooney Problem Checklist showed that 41 men felt that the problems they had marked gave an accurate picture of their concerns, while 9 men felt that the items they marked did not represent an accurate description. Thirty-five men felt that filling out the Checklist was worthwhile activity, while 8 men did not, and 34 men indicated that they would like to talk over their problems with a counselor, while 7 said that they would not.

In response to a question regarding whether or not they thought they would benefit from more vocational counseling, 18 men answered definitely yes, 23 answered probably yes, 8 did not know, 3 answered no, and none answered definitely no. (Table 9)

Men who felt that they would benefit from more vocational counseling scored significantly higher on the Personal Adjustment scale of the CTP as well as on the CTP total score and the Self-Reliance, Freedom from Withdrawing Tendencies, and Social Skills sub-sections of the Social Adjustment scale. These men also had fewer perceived problems in the areas of Personal-Psychological Relations and Home and Family from the Mooney Problem Checklist. They also reported being more sure of their career plans, more willing to continue their educations and as spending more time with their wives or members of the opposite sex.

Life-Style Profile

Results from the Life-Style Inventory are presented in Tables 8 and 9. Table 8 is comprised of group means and standard deviations for the continuous variables, and Table 9 presents a tabulation of answers to the nominal variables.

Because of the open-ended nature of responses, responses to the questions concerning use of alcohol and drugs are presented separately as follows:

With regard to use of alcohol, 40 men indicated that they drank regularly while 12 men responded that they drank very infrequently or not at all. None of the men saw their drinking as creating any problems. Predominant reasons given for consumption of alcohol were enjoyment, relaxation, and boredom.

With regard to use of drugs, 33 men reported having used drugs while in the service. Reasons given for drug use while in the military were boredom, relaxation, and the pressures of military duty in Vietnam. Of the 33 men who used drugs while in the military, 24 reported that they stopped using drugs or had drastically reduced the frequency and amount since leaving the service. Nine men indicated that they were still using drugs frequently and none saw drug use as creating any problems for them. Primarily, drug use was limited to marijuana with infrequent use of hallucinogens and amphetamins.

TABLE 8

LIFE STYLE INVENTORY - CONTINUOUS VARIABLES

Variable	Mean	S.D.	N
Age*	24.12	4.85	59
Number Sharing House or Apartment	1.96	1.86	49
Hours Partying	9.20	5.91	50
Hours with Wife or Opposite Sex	14.73	9.08	44
Hours Working	3.56	7.27	50
Time on Hobbies	7.18	5.92	51
Time Studying	18.71	8.09	51
Monthly Income**	344.22	139.68	31
Yearly Income**	3714.82	1963.43	29
Needed Income**	4812.41	2216.75	32
Months Served	34.56	18.79	48
Months Out	30.97	31.71	30

*obtained from CTP answer sheet

**expressed in terms of dollars

TABLE 9

LIFE STYLE INVENTORY - NOMINAL VARIABLES

1. Marital status:*

Married	(9)
Single	(61)

2. Branch of service:

Army	(15)
Navy	(11)
Marines	(36)
Air Force	(9)

3. Miles living from VSEP:

1	(3)
3	(6)
5	(14)
10	(13)
15	(7)
20 or more	(7)

4. With whom currently living:

Parents	(7)
Wife	(4)
Girlfriend	(4)
Friends	(18)
Relatives	(2)
Alone	(15)

5. Originally from Los Angeles area before entering the service:

Yes	(13)
No	(37)

6. Where raised:

East	(6)
West	(18)

South	(17)
Midwest	(8)

7. Population of home town:

Less than 5,000	(7)
5,000 - 10,000	(3)
10,000 - 25,000	(2)
25,000 - 50,000	(4)
50,000 - 100,000	(5)
100,000 - 500,000	(5)
More than 500,000	(21)

8. Amount of contact with parents or closest relatives:

Every week	(11)
Every two weeks	(11)
Every three weeks	(7)
Every month	(1)
Every two months	(5)
Every three months or less	(8)

9. Number of friends in VSEP:

1	(7)
3	(11)
5	(12)
7	(3)
10	(5)
15	(4)
20 or more	(5)

10. Contact with people outside of VSEP:

1	(3)
3	(13)
5	(14)
7	(5)
10	(8)
15	(3)
20 or more	(6)

11. Class that gives the most trouble:

Math	(5)
English	(25)

Speech	(2)
Psychology	(9)
Reading	(4)

12. Reason for difficulty of class:

Not taught properly	(4)
Poor high school background	(22)
Lack of effort	(9)
Not interested	(3)
Too difficult	(2)
Other	(6)

13. Favorite course:

Math	(6)
English	(13)
Speech	(11)
Psychology	(9)
Reading	(4)

14. Reason for favorite course:

Taught properly	(7)
Motivated	(8)
Interesting	(15)
Easy	(3)
Good high school background	(0)
Other	(4)

15. Job wanted:

Blue collar	(3)
White collar	(12)
Business/ Managerial	(4)
Professional	(16)

16. Job will probably have:

Blue collar	(1)
White collar	(10)
Business/ Managerial	(4)
Professional	(16)

17. Sureness of career plans:

Very sure	(18)
Somewhat sure	(17)
Haven't thought about it	(0)
Somewhat unsure	(6)
Very unsure	(11)

18. Desire for more vocational counseling:

Definitely yes	(18)
Probably yes	(23)
Don't know	(8)
Probably no	(3)
Definitely no	(0)

19. Amount of career/vocational counseling received:

Prior to entering the service:

More than enough	(1)
Enough	(2)
Some	(10)
Very little	(20)
None	(19)

While in the service:

More than enough	(0)
Enough	(3)
Some	(8)
Very little	(16)
None	(25)

Since leaving the service:

More than enough	(1)
Enough	(3)
Some	(20)
Very little	(13)
None	(9)

20. Willingness to continue education:

Very willing	(34)
Somewhat willing	(8)
Don't want to but will	(5)

Somewhat unwilling	(2)
Very unwilling	(1)

21. Amount of school previously completed:

10th grade or less	(7)
11th grade	(1)
12th grade (no diploma)	(4)
High school certificate	(9)
High school diploma	(14)
1 semester college	(2)
2 semesters college	(5)
More than 2 semesters college	(10)

22. When previous schooling achieved:

Prior to entering the service	(31)
While in the service	(13)

23. Previous grades received:

A's	(0)
A's and B's	(4)
B's	(3)
B's and C's	(14)
C's	(16)
C's and D's	(11)
D's	(1)
D's and F's	(2)

24. Reason for entering military:

Drafted	(10)
Enlisted	(18)
Enlisted in order to avoid draft	(10)
Other	(12)

25. Military status:

Project Transition	(17)
Out	(34)

26. Amount of counseling received regarding G.I. Benefits:

More than enough	(0)
Enough	(0)
Some	(13)
Very little	(16)
None	(23)

27. Opinion of G.I. Benefits counseling:

Very good	(0)
Good	(0)
Adequate	(4)
Bad	(17)
Very bad	(27)

*obtained from CTP answer sheet

Analysis of Selected Variables

Results of the factor analysis performed on the continuous variables from all three instruments identified nine factors with variable loadings of .30 or higher. There were no significant correlations between the nine factors, indicating that they are orthogonal to each other. Results are presented in Table 10.

The nine factors, which will be discussed in turn, were labelled as follows: Social Adjustment, Maturity, Marital Status, Academic Attitude, Personal Adjustment, General Social Contacts, Perceived Problems, Vocational Counseling Experience, and Career Plans.

1. Social Adjustment - Seven variables were found to load on this factor. Those who scored high on the Social Adjustment Scale of the CTP and on the overall CTP also scored high on the self-reliance and community relations sub-sections. In addition, those who scored high on the above variables had the fewest perceived problems on the health and physical development, social-psychological relations, and personal-psychological relations categories on the Mooney Problem Checklist.

2. Maturity - In this age related factor, the older veterans reported spending fewer hours per week partying with friends, had fewer friends in the VSEP, and had the greatest number of perceived problems in the adjustment to college and work category. Additionally, they had served longer in the military, had been out of the military longer, had received less counseling regarding benefits to veterans, and had a lower opinion of that counseling.

3. Marital Status - In this factor, married men reported hav-

ing the highest monthly and yearly incomes and the highest needed incomes. The married men had also gone further in school than single men and indicated fewer perceived problems in adjustment to work and college.

4. Academic Attitude - In this school-related factor, men who reported spending the most time studying were also the most willing to continue their education but had gotten the poorest grades in their previous schooling. These men also had the least number of perceived problems in the Mooney category of courtship, sex, and marriage.

5. Personal Adjustment - Thirteen variables loaded on this factor, most of them from the California Test of Personality. Men who scored high on the Personal Adjustment Scale and Total Adjustment Scale also tended to score high on self-reliance, sense of personal freedom, freedom from withdrawing tendencies, freedom from nervous symptoms, feeling of belonging, personal worth, and family relations. These men also had the fewest perceived problems in the Mooney categories of social-psychological relations and personal-psychological relations, and they had also served in the military the longest.

6. General Social Contacts - For this factor, the men who saw themselves as having the most friends in the VSEP Program also saw themselves as having the most friends outside of the program. They also tended to score highest on social skills and freedom from withdrawing tendencies and were the most willing to have more vocational counseling.

7. Perceived Problems - This factor consisted entirely of

variables from the Mooney Problem Checklist. The Mooney categories that loaded on it were: health and physical development, social and recreational activities, social-psychological relations, personal-psychological relations, courtship, sex and marriage, home and family, marital relations, the future: vocational and educational, and curriculum and teaching procedure. The only Mooney categories which did not load were adjustment to work and college and finances, living conditions and employment, the two areas of most concern in general.

8. Vocational Counseling Experience - In this factor, men who reported having had the greatest relative amount of vocational counseling before entering the military also indicated the most interest in having more vocational counseling. These men also tended to be on Project Transition and to have fewer friends outside of the VSE Program.

9. Career Plans - Three variables loaded on this factor. Specifically, the men who were surest of their career plans were also the most willing to continue their educations and scored highest on self-reliance.

The factor analysis thus succeeded in identifying nine discrete factors from within the numerous variables. The new factors paralled the major points of concern in the study in that they reflected personal and social adjustment, perceived problems, and attitudes about education and counseling.

TABLE 10

FACTOR ANALYSIS VARIABLE LOADINGS

Variable:	Factor: 1	2	3	4	5	6	7	8	9
Age		.86							
Marital Status			.66						
CTP Personal Adjustment					-.75				
CTP Social Adjustment	.34								
CTP Total	.32				-.55				
Self-Reliance	.34				-.41				.38
Personal Worth					-.33				
Personal Freedom					-.58				
Belonging					-.37				
Freedom From Withdrawing Tendencies					-.59	.34			
Freedom from Nervous Symptoms					-.87				
Social Standards									
Social Skills						.81			
Freedom from Anti-Social Tendencies									
Family Relations					-.30				
School-Occupation Relations									
Community Relations	.32								

Variable:	Factor: 1	2	3	4	5	6	7	8	9
Health and Physical Development	-.31						.76		
Finances, Living Conditions, Employment									
Social-Recreational Activities							.84		
Social-Psychological Relations	-.34				.30		.80		
Personal-Psychological Relations	-.30				.33		.47		
Courtship, Sex & Marriage				.43			.65		
Home & Family							.55		
Morals & Religion							.76		
Adjustment to College & Work		.38	-.32						
The Future: Vocational & Educational							.67		
Curriculum & Teaching							.86		
Hours Partying		-.45							
Hours Studying				.92					
Months Served		.49			-.33				
Months Out		.78							
Amount of Veteran Counseling		.61							
Opinion of Veterans' Benefits Counseling		.31							
Friends in VSEP		-.34				.30			

Variable:	Factor: 1	2	3	4	5	6	7	8	9
Friends Outside VSEP						.63		-.41	
Monthly Income			.78						
Yearly Income			.92						
Needed Income			.77						
Amount of Previous Schooling			.31						
Previous School Grades				.46					
Willingness for School				-.40					-.57
Sureness of Career Plans									-.68
Amount of Previous Vocational Counseling								-.46	
Desire for More Vocational Counseling						-.38		-.35	
Project Transition								.39	

DISCUSSION OF RESULTS

This study was designed to be useful for those teachers, counselors and administrators who are presently involved in or planning to initiate programs for veterans. The investigators were aware of the fact that our results reflect data only from a group of men in one large program. It was with full knowledge of the sampling considerations and some understanding of the limitations related to the instruments that we undertook this study and formulated our objectives. The discussion of the results will take these issues into consideration.

This section of the study will be approached by relating the results to the four objectives outlined in the introduction. Namely, (1) perceived personal problems, (2) personal and social adjustment characteristics, (3) life-style characteristics and (4) recommendations for counseling and related educational strategies.

Perceived Personal Problems

On the Mooney Problem Checklist, the most frequently marked categories were characterized by the veterans perceiving their problem areas as concern for being able to succeed in school; need for financial support; concern for self-improvement, and getting established successfully in a new occupation. All of these perceived problems tend to point to a sense of urgency and reflect the type of anxiety the veterans feel concerning their future.

Such concerns for getting readjusted to civilian life are

natural feelings, especially for these men who are in an educational program where the loss time from school is noted everyday. In addition, these men are certainly aware that they have come back from an unpopular war only to face an employment market bursting with trained people out of work. This unemployment realization naturally adds to pressure on this group of adults concerning their need to succeed in the Veterans Programs and college. In addition, the limited funds provided under the present G.I. Bill adds a financial burden for them to manipulate.

Personal and Social Adjustment Characteristics

On the California Test of Personality, the most adjustment was seen in the categories of Feeling of Belonging (personal adjustment area) and Freedom from Anti-Social Tendencies (social adjustment area). Paralleling the Mooney results, the least adjustment was seen in the social adjustment areas of School or Occupation Relations, Social Standards and Social Skills.

Personal adjustment as viewed in the broad context of the instruments utilized in this study refers to feelings of personal security and social adjustment based on feelings of social security. The data from the study do show that in these areas the men felt a desire to make an adjustment on a personal level involving a relationship with people in general.

There is evidence to suggest, however, that they also have some concern for developing the appropriate social skills necessary to move toward a meaningful goal. Briefly, the data would appear to

suggest that this population gives high priority to assimilation into society, but for whatever number of reasons is experiencing difficulty in doing so.

Life-Style Characteristics

The nature of the descriptive data presented in Tables 8 and 9 is evidence of the great diversity that exists within the population on almost all of the variables. The identification of nine factors in the factor analysis supports the notion that definite subgroups are to be found in this superficially homogeneous population.

One striking set of intra-group differences which was not revealed in the factor analysis but which was clear in the accompanying correlation matrix concerned men on Project Transition and men completely separated from the military. Specifically, significant correlations (.05 or better) were found which showed that men who were out of the military tended to be older (.47), to score higher on the CTP (.41), to be more concerned with adjustment to college and work (.34), to have more friends outside of the program (.33), to spend more time studying (.33), to have received less counseling regarding benefits for veterans (.48), and to have had less formal education.

Recommendations for Counseling Strategies

The section of results labelled Attitude Towards Counseling indicates that there was a general openness to counseling and discussion

of personal problems. The question of perceived need for more vocational counseling (Life-Style Inventory), however, was answered more affirmatively by men who felt surest of their career plans and who had fewer perceived problems in other areas. This suggests that the men who have the greatest relative need for counseling or guidance tend to reject the idea the most. This indicates a need for counselors to draw out the above described men and not to assume that those who can profit the most from contact with guidance personnel or services are automatically seeking it out.

While it is clear that the men studied do have problems, the de-emphasis of drugs and the general concern with readjustment to society indicate that the stereotype of the returning Vietnam veteran as an alienated, violence-prone, anti-social individual generally does not apply to this educationally oriented group. What it does suggest is that counselors, curriculum specialists and administrators need to highlight programs or strategies which are positive and which will facilitate the acquisition of study skills, vocational information and planning. In addition, they need to offer a realistic picture of what a college atmosphere will be like for men who are older and who have had different life experiences from the general college population.

Finally, it must be remembered that the adjustment characteristics of this population naturally differ from many studies conducted on those veterans who have been seen in a hospital setting or special counseling program. The men in this study have been sophisticated enough to apply for a special educational program and to make the initial life-adjustments related to that decision. By the

very process, these men have demonstrated a different life-style or exhibited a "skimming-off effect" from those veterans who are not goal oriented and still looking for a career objective. By their very nature, therefore, they can be considered different from the typical returning serviceman but as the results indicate not free from the need for meaningful supportive services.

CONCLUSION: ANOTHER OBJECTIVE TO ACHIEVE

In closing, it is fair to observe that in a sense this group of men, whether their service extends from World War II or Vietnam, are faced with another objective to capture. They have made a commitment to continue with their education and for many at great personal sacrifice in terms of financial and family pressures. They have also attempted to wrestle with whatever feelings were present in relation to their status as "Non-hero."

The challenges to these men are personal, social, economic and educational all wrapped into one. The challenges to the governmental agencies established to assist them and the educators designing their programs are to build a humane structure which will provide the necessary instructional strategies and supporting services which will assist them toward the accomplishment of their new mission.

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LIFE STYLE INVENTORY

Devised by

Susan Vivell and Gordon L. Berry

1972

Name or Code Number . . . . . .

Date . . . . . .

Instructions:

Please read each question carefully. For most questions, several alternative answers are supplied. For these, circle the answer that best applies to you.

A few of the questions ask you to give a short answer. Answer these in the space provided. Please be sure to answer all questions according to the way you actually feel or the way you actually are. If a particular question does not apply to you, mark it N/A.

If there are any questions that you do not wish to answer, please leave that question or questions blank. If you would like to express yourself more fully on any of the questions, please write your comments next to the question or on the back of the page.

I. SOCIAL LIVING AND SOCIAL CONTACTS

1) How many miles from the UCLA Extension building do you live?

1 3 5 10 15 20 or more

2) With whom are you currently living?

parents wife girlfriend friends relatives

alone

3) How many people share your house or apartment?

0 1 2 3 4 5 6 7 8 or more

4) Before entering the service, were you originally from the Los Angeles area?

yes no

5) If you are not from the Los Angeles area originally, in what town or city were you raised?

What was its population?

6) If you do not live with them, how often do you see or hear from your parents or closest relatives?

every week every 2 weeks every 3 weeks

every month every 2 months every 3 months or longer

7) How many hours do you spend partying with friends?

During the week (Monday through Friday afternoon):

0 2 4 6 8 10 or more

Over the weekend (Friday night through Sunday night):

0 2 4 6 8 10 or more

8) If you are not married, how many hours do you spend socializing with members of the opposite sex?

During the week: 0 4 8 12 16 or more

Over the weekend: 0 4 8 12 16 or more

9) If you are married, how many waking hours do you spend with your wife and/or children?

During the week: 5 10 15 20 25 30 35 or more

Over the weekend: 5 10 15 20 25 30 35 or more

10) How many people in the Veterans' Special Education Program do you consider to be your friends?

1 3 5 7 10 15 20 or more

11) With how many people outside of VSEP (friends, relatives, fellow employees, etc.) are you in fairly frequent contact?

1 3 5 7 10 15 20 or more

II. WORK, HOBBIES, STUDY HABITS

1) If you have a job, how many hours do you work?

During the week: 4 6 8 10 12 16 or more

Over the weekend: 4 6 8 10 12 16 or more

2) What is your current monthly income?

3) How much will your income total for the whole year?

4) Realistically, how much money do you need to live on this year?

5) How many hours do you spend working on hobbies or special projects?

During the week: 2 or less 4 6 8 10 12 or more

Over the weekend: 2 or less 4 6 8 10 12 or more

6) How many hours do you spend studying (not counting time spent in VSEP classes)?

During the week: 2 or less 4 6 8 10 12

16 or more

Over the weekend: 2 or less 4 6 8 10 12
16 or more

7) What course gives you the most trouble?
math English speech psychology reading

8) Why is the course difficult?
not taught properly poor high school background
lack of effort not interested too difficult
other _____

9) What is your favorite course?
math English speech psychology reading

10) Why is it your favorite course?
taught properly good high school background
motivated interesting easy
other _____

III. EXPERIENCES IN THE MILITARY

1) Why did you enter the military service?
drafted enlisted enlisted in order to avoid draft
other _____

2) In which branch of the military did you serve?
Army Navy Marines Air Force Coast Guard
National Guard

3) What was your highest rank?

4) What was your job description (MOS)?

5) How long were you in the service? (If still in the service

how long have you been in, and how much longer do you have? Please state if on Project Transition)

6) How long have you been out of the service?

7) How much counseling or information about programs and benefits available to veterans did you get while you were in the service?

more than enough enough some very little none

8) How would you rate the military on these counseling or information services?

very good good adequate bad very bad

IV. VOCATIONAL GOALS

1) If you could have any job you wanted, what job or kind of job would you like to have?

2) 10 years from now, what kind of job do you think you will have?

3) How sure are you of your career plans or interests?

very sure somewhat sure haven't thought about it somewhat unsure

very unsure

4) Do you think that you would benefit from more vocational or career counseling than you have had?

definitely yes probably yes don't know

probably no definitely no

5) How much career/vocational counseling or information did you have?

Prior to entering the service:

more than enough enough some very little none

While in the service:

more than enough enough some very little none

Since leaving the service:

more than enough enough some very little none

6) If the kind of job that you would like to have requires a college degree (B.A., B.S.) or an advanced degree (M.A., Ph.D., M.D., J.D., etc.), how willing are you to complete the amount of higher education required?

very willing | somewhat willing | don't want to but will because it has to be done

somewhat unwilling | very unwilling

7) Aside from the VSE Program, how much school have you had?

10th grade or less | 11th grade | 12th grade (without completing high school)

high school certificate | high school diploma | 1 semester of college

2 semesters of college | more than 2 semesters of college

8) When did you achieve the above?

prior to entering the service | while in the service

9) What grades did you mostly get while in high school or college?

A's | A's and B's | B's | B's and C's | C's

C's and D's | D's | D's and F's

V. USE OF DRUGS AND ALCOHOL

1) How much beer, wine or liquor do you estimate you consume in an average week? (state kinds and amounts)

2) If you drank prior to entering the service, how much beer, wine or liquor do you estimate you consumed in an average week? (state kinds and amounts)

3) If you drank while in the service, how much beer, wine or liquor do you estimate you consumed in an average week? (state kinds and amounts)

4) If you drink and feel that there are special factors that cause or compel you to drink, what are those factors? (circle those that apply)

family problems financial problems boredom

everyone doing it other _____

5) If you drank while in the service and felt that there were special factors that contributed to your drinking, what were those factors? (circle those that apply)

family problems financial problems boredom

everyone doing it other _____

6) Do you feel that your drinking is a problem that requires special help?

yes no

7) If you currently use drugs, what kinds of drugs do you most often use? (circle any that apply)

marijuana or hashish LSD or mescaline barbituates (downers) amphetamines (uppers)

narcotics

8) How much do you use drugs in an average week or month? (state frequency, amount and kind)

9) If you used drugs while in the service, what kinds of drugs did you most often use? (circle any that apply)

marijuana or hashish	LSD or mescaline	barbituates (downers)	amphetamines (uppers)

narcotics

10) If you used drugs while in the service, how often did you use drugs in an average week or month? (state kind, amount and frequency)

11) If you currently use drugs and feel that there are special factors that contribute to your drug-taking, what are those factors?

12) If you used drugs while in the service and felt that there were special factors that contributed to your use of drugs, what were those factors?